COLLEGE NEWS

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PROF. HAMMOND'S RECITAL.

Very seldom have we had a more delightful treat than the organ recital by Professor Hammond of Mt. Holyoke College, which was given Monday evening, February 13, in the Memorial Chapel. In the first place, the appearance of the program was interesting; Part 1 being organ music, and Part 2 transcriptions for the organ. Of Part 1 the "Adagio" of Merkel's was perhaps the most beautiful, while the "Oriental Sketch" by Bird was without doubt the most entertaining. It is surprising to discover that the organ can be made to talk in just that fashion. The Handel "Water Music" was played with more skill and finish than any thing on the program, but the interpretation of Liszt's "Orpheus" was the most appealing and vivid work of the evening. One could not help getting a good idea of the beauty of the original orchestral arrangement from Mr. Hammond's clever management of stops. It is almost needless to say that the Wagner selections were welcome to a Wellesley audience, and thoroughly enjoyed. A particularly pleasant feature, and very helpful to the uninitiated, was the little word of explanation accompanying two of the numbers on the program. Following is the program in full:

PART I.

Organ Music.

I. Sonata, No. 4 in B flat, Mendelssohn
I. Allegro vivace.
II. Andante religoso.
III. Allegretto.
IV. Allegro maestoso.
II. Adagio (in the free style.....Merkel
III. Oriental Sketch, No. 3.....Bird
IV. Allegretto in G major.....Selby
V. Alla Marcia in G minor....N. H. Allen

PART II.

Transcriptions for the Organ.

I. Suite, "Water Music".....Handel
I. Allegro pomposo.
II. Minuet.
III. Aria.
IV. Allegro giocoso.

Transcribed by W. T. Best.

"Handel, having offended his patron, King George I, composed the beautiful Suite known as the Water Music, and caused it to be performed upon a barge which followed that of the King during a river *fete*. The King's delight brought about Handel's forgiveness and the gift of a substantial pension."

II. Melodie in G major.....Grieg
III. Caprice in E flat major Rubinstein
IV. Symphonic Poem, "Orpheus" Liszt
Transcribed by A. Gottschalg.
V. Elsa's Procession to the Cathedral, Wagner
Introduction to Act III,
Transcribed by S. P. Warren from "Lohengrin."

THE ELIOT BIBLE.

Among the prized and valuable books in the library of Wellesley College, is a copy of the Eliot Indian Bible, which was presented to the College by the Rev. Andrew A. Bonar, of Glasgow, Scotland. It seems especially appropriate that Wellesley should own such a copy, since many a sermon was preached by Eliot in South Natick, only a few miles from the College grounds. The copy of the book owned by our library is from the second edition which appeared in 1685. The title page of the New Testament bears the date of 1680, in which year, a second edition of the New Testament alone was printed, the first edition having been printed in 1661. In addition to the date, we are informed that the book was printed in Cambridge, England, for the Right Honorable Corporation in London for the propagation of the Gospel Among the Indians of New England." The Wellesley Bible is complete, except for the title page of the Old Testament part. Besides the Bible, are the Psalms, translated metrically, with alternate lines in rime; and a page of Rules for Christian Living. The volume is duodecimo in size, printed in double columns with side references. A summary to each chapter is given in English, which is not to be found in the first edition of 1663.

Errors which were made in the first book were corrected in this edition, so that, although the earlier edition is of greater value and interest, having been printed entirely in America, the second is more desirable for the use of philologists.

The Eliot Bible is far bulkier than an ordinary English Bible, owing to the polysyllabic tendency of the Indian language. Words of eight syllables were not uncommon, and twelve and thirteen syllabled words may be found within the covers. "Cotton Mather," says Mr. Wright, "thought they must have been stretching themselves out from the time of the confusion of tongues at Babel." Upon glancing over the pages it is noticeable that the vowels most frequently used are o, u, and double o, while the preponderance of consonants seems to be of the letters k, d, t, p, g and w.

The translation of the Bible into the Mohegan dialect of the Indian language was the life work of John Eliot. He came to America in 1631 with that purpose in mind, settling in Roxbury and preaching there while he prepared himself for the task. He had been educated at Jesus College, Cambridge, and had the advantage of knowing Hebrew and the classics. He studied Indian under a native who had survived the Pequot wars, and by 1646 he knew enough of the language to preach to the Indians in their own tongue. In 1653 the Lord's Prayer, the Ten Commandments, and detached portions of the Bible were printed. The books of Genesis and Matthew followed in 1655, and three years later the metrical Psalms appeared, and the New Testament in 1661. With the assistance of one Englishman and an Indian lad, the first Bible was printed in America, in the year 1663, five years after its completion.

The importance of the work was realized both in England and America. Cotton Mather wrote of it, "Behold, ye Americans, the greatest honor that ever ye were partakers of. The Bible was printed here at our Cambridge, and is the only Bible that ever was printed in all America from the very foundation of the world.

College News.

PRESS OF N. A. LINDSEY & CO., BOSTON.

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All business correspondence should be addressed to HELEN R. NORTON, Business Manager COLLEGE NEWS.

All subscriptions should be sent to Elizabeth Camp.

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One word more about examinations? Why not? They are all over, now, and have become a pleasant memory, no doubt. Don't be frightened away. It is quite a harmless word, at best.

One afternoon about twenty of us, of all ages and conditions, came home together from our examinations. Of course we were comparing notes. And it was discovered, strangely enough, that every one of those six examination papers had been "fearfully hard," and that at least fifteen of the twenty girls were "sure they had flunked." The exaggeration was laughable, of course, and we all would have realized it if we had stopped to think. But we didn't stop to think. Why? Because it has become the style, the fashion, an academically social necessity, as it were, to subscribe to every examination paper we ever saw or ever hope to see as "terribly hard," and to add to it the mournful phase, "I know I flunked."

We are always making of resolutions after mid-years. All sorts of new leaves are turned over with the beginning of the new term. It is our academic new year. Wouldn't it, honestly, be a good idea to try to do away with this grewsome custom of ours of pretending to look on the dark side of an examination? Really, wouldn't it be an interesting experience—at least a novel and an untried one, to exercise some true critical ability in gauging the relative merits of the examination papers presented to us? When one stops to think about it, there is as much opportunity to display originality and thought in analyzing the merits or demerits of a paper as there is in composing the questions themselves. Their kind is legion as we know, although we refuse to recognize them. There is the paper which treats the subject lightly, skimming over the term's work as though it had hardly been worth the while; there is the set of questions which appeals to the lover of minutiae only, dealing with the insignificant and with small details. There is, opposed to this, that other class of examination paper which does not keep within the work of the course, but demands outside knowledge. The "bluffer" enjoys the sort of thing, and the grind is at a total loss. All these may justly be called hard, for they do not treat the student of the course fairly or really test the term's work. Over against these are the papers we call hard unjustly, it would seem—the set of questions which cover well the work of the course, demanding a comprehensive understanding and a gathering together of smaller details into ripened conclusion. This paper may be long, but its very length is often an element of its fairness—it gives one a chance to "tell what we know," which is always a satisfaction!

So much by way of suggestion. And who knows but that if we should all turn into wise and cautious critics before the middle of June, we should have models of uniform fairness and perfection in the question line presented to our discerning gaze!

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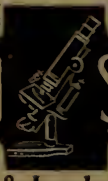

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COLLEGE CALENDAR.

February 25, at 7.30 P.M., in C. H. C. Second Glee Club Concert.
February 26, 11 A.M., in Houghton Memorial Chapel. Sermon by Bishop McVickar of Providence, R. I.
Vespers. Special music.
February 27, 4 to 6, P.M., at the Barn, Colonial Ball, given by the Zeta Alpha Society.
February 27, 7.30 P.M., in Billings Hall, Vocal Concert by Miss Edith Torrey of the Music Department.
February 27, 7.30 P.M., in C. H. C., lecture by Mr. Poultney Bigelow before the Department of History.
February 28, 4.15 P.M., in C. H. C., lecture by Mr. Samuel Arthur King. Subject: "Enunciation and Pronunciation."

COLLEGE NOTES.

The Education Committee of the Boston Branch of the Association of Collegiate Alumnæ invites members of Wellesey College to a meeting to be held at the College Club, Grundman's Studio, Clarendon street, Boston, on February 25, 2 30 P.M. The following program will be given:

1. Advantage of the professionally trained.
   a. For the High School Teacher.
   b. For the Elementary Schools. Dr. F. E. Spaulding. Superintendent of Newton Schools.
2. The Need of the College Graduate in the Elementary Schools. The opportunities that are open to the college graduates in this line of education. Mr. True W. White, Boston.

Five minute discussions by prominent educators.

The Boston League of Student Volunteers for Foreign Missions met with the Wellesley Student Volunteer Band in Pomeroy parlor, on Monday evening, February 13.

There were present members of the Volunteer Bands of Harvard, Boston University, Newton Theological Seminary and Gordon Training School. Dr. Berry of Worcester, formerly of Japan, spoke on the physical preparation necessary for foreign missionary service.

Mr. Macdougall spoke Thursday evening, at the Religious Education Association in Tremont Temple. His subject was: "What can Music do for the Religious Life of the Students." He is a member of the Music Committee of the convention.

Tuesday afternoon, February 14, at the devotional meeting of the Religious Education Association, Misses Adele Ogden, Berenice Gallup, Blanche Darling, Margaret Dungan, Gertrude Owen, Hetty S. Wheeler, sang the anthem, "Send out Thy Light" and two responses with Mr Bruce W. Hobbs, tenor, and Mr. Sullivan A. Sargent, both of Boston. Mr. Macdougall was at the organ.

The Faculty have issued the following regulations, to go into effect, Thursday, February 23, based upon the principle that the College controls the room of a student when not occupied by the student:

1. No guests, either for meals or for the night, may be entertained in College Buildings except by permission of the Head of the House.
2. Outside guests may be entertained in College houses when vacancies are available, for not more than two consecutive days for the following charges:

Breakfast	$ .25
Luncheon	.25
Dinner	.50
For over night	1.00

3. No student may be entertained in College houses over night as guest of a fellow student.

Mr. Woods has built a splendid toboggan slide down College Hall hill. It is a long, iced path extending to the foot of the Art Building. He has also made a toboggan, which he has given to the College for the use of students. The coasting is really very good and it is hoped that many of the girls will take advantage of the fine slide.

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FREE PRESS.

I.

In the fall there is always much excitement over the first appearance of the seniors in their caps and gowns. The donning of them is greeted by a pretty and impressive ceremony, and for a few days thereafter, they are seen dotted here and there about the Campus, lending the charm of academic dignity to everyday events. Then caps and gowns vanish, to appear again only at Student Government meetings, on May Day, and at commencement functions, during the rest of the year. The writer, a modest underclass girl—wonders why. They are so dignified, so universally becoming, and the custom of distinguishing thus the class most important in the college life is so delightful, that it seems a pity that caps and gowns should hang hidden away in wardrobes or closets for the greater part of the year. Why not wear them? and while we are on the subject of caps and gowns, the writer would suggest, most respectfully, that we students would greatly appreciate the appearance in class-room, of the Faculty caps and gowns, or at least of the academic gowns. We like the atmosphere that they create of dignity and scholarliness; they are the symbol of the completed thing toward which we all are striving. The wearing of them is customary in many other colleges; why not in our own? 1907.

II.

"M's" article in last week's News concerning the perniciousness of term examinations first because they induce "nervous breakdowns" and secondly because they encourage cramming at the end to the serious detriment of regular term work invites challenge from any advocate of examinations. "M" suggests as a partial substitute for examinations a system of exemption for those whose work is of steady excellence. It becomes a platitude that any system of exemption involves evils and perplexities which, by making fresh decisions constantly necessary, hinder the scheme of precedent. Besides, there are all kinds of "steady regular work" as the search light of final examinations can satisfactorily show. "M's" second substitute would be a final paper. At best a paper takes up, or should take up, only one phase of a subject; and if, as sometimes happens, the subject is left to the student's choice, her personal tastes and inclinations, are too much courted—which is good for the quality of the paper, but offers no proof of a comprehensive grasp of the course. It might be objected that a carefully prepared time paper is genuine, while any blue book contains a certain amount of bluff, not instinctive at all, but due to the very pressure of the occasion. Probably any examiner allows five or six per cent. for bluff, and has learned to make rapid discounts. We are really sublime in our faith that bluff and crammed congested substance are not easily separable from assimilated fact. In the point of the "nervous breakdowns," and the horror examinations cast over "the feminine mind," I do not think "M" represents a very general position. In our sanest moments we all acknowledge that the ferocious cram at examination time is not an absolute necessity, that a slow and efficient review might possibly be planned for, if we should ever innovate the fashion. And so we must judge that nervous breakdowns due to crams are an individual matter for which the College management cannot be held strictly responsible. On the positive side, and from a student's point of view, there really is such a thing as enjoying an examination. Of course, we may have recollections of the time we had tried to visualize the note book instead of working out the incorporeal idea, and found ourselves at the examination period in the throes of attempted synthesis of fragments that would not join; but we recall, too, feelings of exhilaration on other occasions in telling what we knew. An examination is, finally, the best possible means of taking account of stock. If I were an instructor, I should care not a bit how much work students had "put on" a paper. I should want to know just how much information, how much power they had on tap, precisely in their heads: not how much they might produce if they had time to go up in the garret and search among chests long filled and locked—and the key lost.

E. E. L. 1905.

III.

The letters of M. and L. in College News of February 15th are certainly timely and the writers may be sure that there are many in College who will sympathize with their views. I cannot, of course, presume to speak for the Faculty, and yet I am sure that if the disadvantages of mid-year examinations are found to outweigh the advantages—taking the broadest possible view—examinations will be discontinued. Letters like those of M. and F. are valuable in that they set us all to thinking.

H. C. MACDOUGALL.

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Eugen d'Albert, one of the greatest living pianists and the foremost interpreter of Beethoven will give but one recital in New England in his farewell tour. It will be given in Jordan Hall, Wednesday afternoon, March 1st, at 2 30, P M.

NEW LIBRARY BOOKS.

A notable addition to the Music Library in Billings Hall has been made during the past month. Prominent among these books are "Legends of the Wagner Drama," by Jessie L. Weston, being studies in mythology and romance, and "The Musical Guide," edited by Rupert Hughes, containing a pronouncing and defining dictionary of terms, instruments, etc., an explanation of the construction of music for the uninitiated, a pronouncing biographical dictionary, the stories of the operas, and numerous biographical and critical essays. By William Foster Apthorp, musical critic of the Boston Transcript, appear two new books, "Musicians and Music Lovers," and "About Music." Among other books about music are the following:

Huneker, James; "Overtones, a Book of Temperaments."
Huneker, James; "Mezzotints in Modern Music."
Huneker, James; "Chopin, the Man and his Music."
Bellaigne, Camille; "Musical Studies and Silhouettes."
Lavignac, Albert; "Musical Education."
Dickinson, Edward; "Music in the History of the Western Church."
Mees, Arthur; "Choirs and Choral Music."
Fletcher, Alice; "Indian Story and Song."
Goodrich, A. J.; "Theory of Interpretation."
Cornell, J. H.; "Musical Form."
Tapper, Thomas; "Chats with Music Students."
Henderson, W. J.; "The Story of Music."
Henderson, W. J.; "What is Good Music?"
Kullak, Franz; "Beethoven's Piano Playing."
Boise, O. B.; "Music and Its Masters."
Nietzsche, Friedrich; "The Case of Wagner."

Other books among the recent additions to the general library are as follows:

Swedenborg, Emanuel; "Theological Writings."
Foster, John W.; "American Diplomacy in the Orient."
Gayley and Young; "Principles and Progress of English Poetry."
Faraday, Winifred; "The Cattle Raid of Cualnge,—an Old Irish Prose Epic."
Lee, Sidney; "Great Englishmen of the 16th Century."
Bryce, James; "Studies in Contemporary Biography."
Montague, Gilbert Holland; "Trusts of To-day."
Norris, Frank; "Responsibilities of the Novelist."
Robbins, Reginald C.; "Poems of Personality."
Johnson, C. F.; "Forms of English Poetry."
Petrie, W. M. F.; "Methods and Aims in Archæology."
Colquhoun, Archibald R.; "Russia against India."
Gould, Elizabeth Porter; "Ezekiel Cheever, Schoolmaster."
Langlois and Seignobos; "Introduction to the Study of History."
Fiske, John; "Old Virginia and her Neighbors."
Armstrong, E.; "Lorenzo de Medici."

This last book is especially good in its descriptions of the Medicean period.

College Girls' Work on the Servant Problem.

On a recent visit to Wellesley, Miss Frances Kellor, general director of the Women's International League for Household Research, at a meeting of students of the Economics Department, asked for volunteers to help in the Boston investigation of the servant problem which is now being carried on. Her presentation of the aims and methods of the League and of results already accomplished, was most interesting and her appeal met with a quick response. A number of students volunteered and since that time, schedules have been prepared and arrangements for student work on the Boston investigation have been completed. Several student committees have been organized, each committee to work on a special problem. This will involve field work in Boston and some time each week devoted to study. The student work will be under the supervision of Miss Kellor herself and of Miss Burrington, the Boston representative of the League. Miss Kellor will meet the committees on Friday evening, February the twenty-fourth, and one evening, every two weeks thereafter. It is hoped that by such a plan the work may be both useful to the League and valuable to the girls themselves.

The problems to be investigated by Wellesley students are "Lodging houses for unemployed domestic servants," "Immigration in connection with the servant problem," and "Household conditions as they affect domestic service." Besides this work, Miss Just of the Wellesley Inn and Miss Olive Davis will make a special investigation of the question of wages.

The Student Committees are made up as follows: Lodging houses for unemployed, Miss Elizabeth Hardman, chairman, Miss Sarah Eustis, Miss Elizabeth Sooy, Miss Charlotte Gardner, Miss Elizabeth Moore; Immigration, Miss Marion Conway, chairman, Miss Vera Turner; Household Conditions, Miss Helen Daniels, chairman, and Miss Agnes Wood.

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THE LOST YOUTH.

The 6.20 train is a slow, slow train,—
To a youth who knows his way—
But there once was a young and an innocent swain
Who rumpled his hair and disordered his brain,
On a trip on the B. and A.
His goal was our College you see;
He alighted at Wellesley Farms.
At the Hills he had keen alarms
And by Wellesley his thoughts were long, strong thoughts.

The cabman's horse was a noble steed,
Said the man "there's room inside."
But a load of eight made the youth's heart bleed,
Sternly he thought of that cabman's greed;
Growled, "I'd rather walk than ride;—
For a word will start me straight
On the paths up to Stone Hall;
I've a map that shows them all."
But the walk of that youth was a long, long walk.

From the station up Washington street he went,
He went till he reached the Stile;
Across the meadow his steps he bent,
To the bricks on the hill not a thought he lent,
But went on and on with a smile—
Saw a gleam on a distant hill
"Stone, by the Gods!" quoth he
"I'll cut across to see."
For the walks on the Campus are such long walks.

But after struggle and strain and stress,
And a choice between three doors,—
"Farnsworth Art Building, this, I guess,
Anyway, she'll have time to dress."
He meets a student and her implores
"Oh, tell me the way to Stone!"
"It's brick,—on yonder hill."
He started with right good will,
And thought, "Most through with these endless walks."

At College Hall the maid was surprised,
And said, "She lives not here."
Then, seeing his plight, a way devised;
Mr. Oaks she summoned, and him apprised
That the youth was a little queer.
"He says he wants Stone Hall,
You take him along with you."
He arrived there, tired and blue,
And joyfully burbled: "No more long walks."

The fair one met him with tender grace,
"The parlor is full of guests;
Shan't we go out for a little space,
I'd really like you to see the place."
He mentally groaned at her requests.
He went, but he vowed that night
"'Tis true I love her still
Yet I swear that never again I will
Indulge in Wellesley's long, long walks."

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ALUMNÆ NOTES.

Changes of address:

Miss Josephine Batchelder, 1896, 1025 Fir street, San Diego, California.

Miss Lilian Miner, 1888, 547 Elmwood avenue, Providence, Rhode Island.

At the meeting of the Philadelphia Wellesley Club, February fourth, plans were formed to found a Wellesley Scholarship, to be offered to students of all schools in Philadelphia, the same to be won each year in competitive examination.

It was decided that the Club should give an entertainment each year to raise money for the Scholarship. Miss Jeanette Kelly, '04, was made chairman of the Entertainment Committee for this year.

Mrs. Helen Kitchell Lake, 1882, is to be abroad for the next three months.

Miss Mabel C. Hawes and Miss Mary Lurena Webster, both of 1890, visited Greece, Southern Italy and Sicily last summer. They were members of Dr. Cooley's party.

In the New York Evening Post of January 3, (p. 6.) will be found a most appreciative notice of an article, "A Definition of the Pastoral Idyll," by Dr. Martha Hale Shackford, 1896, published in the December issue of the publications of the Modern Language Association. A few sentences will show the pleasure in store for those who look it up, and may remind some former members of Greek V to take down her Theocritus and wander for a while in Sicilian lands and sunshine.

"The idyll does indeed defy definition. It is known by the mood it awakens. Books such as Prue and I, The Bracebridge Hall Stories, Paul and Virginia, and The Cotter's Saturday Night are idylls; they throw one into a mild state of peace and content, rousing only those sentiments which are tranquil. . . . An idyll is a picture of life as the human spirit wishes it to be, a presentation of the chosen moments of earthly content. . . . . The pastoral idyll is brief, slight, but haunting. It has an immortality that does not need justification nor persuasive exposition, for it catches at some eternal yearning in the heart of man, and gives him for a moment the picture of content. . . . . This form of poetry appeals to a feeling that is keen and permanent in the human spirit; and, although it is no cry to arms, and may not rouse deep, spiritual struggle or produce higher and loftier ideals of human conduct, it does effect again that ever-necessary reconciliation of man with the simplicity of his own being."

Miss Alzora Aldrich, 1896, is tutoring in a private family in Springfield, Vermont. She is just recovering from a severe attack of pneumonia.

Miss Myra Boynton, 1896, is living at home this year and taking a course in cryptogamic botany at Smith College. She expects to return to the South.

Mrs. Bessie Burns Hall, 1896, has lately moved from Quincy to Millbury, where Mr. Hall is Principal of the High School.

Miss Maude Capron, 1896, is teaching chemistry, physics, astronomy, botany, etc., at the High School, Ansonia, Connecticut.

Miss Helen Chandler, 1896, is principal of the Normal Department at Madura, India. The contribution of the class of 1896 for her work will be used for a house for Miss Chandler and co-laborer. She teaches in the High School Department of the boarding school for Christian girls six hours a week, English and Bible; and is also in charge of four schools for Hindu caste girls with an attendance of four hundred. In the latter she does no teaching but administers the funds which are raised by the mission and superintends the work that it may be kept to the government standard.

Miss Nan Cobb, 1896, is spending the winter in Springfield, Massachusetts, and is doing some tutoring.

Miss Annie Colby, 1896, has a large Sunday-school class in Manchester, New Hampshire, and a class of mill boys in the evening in addition to her work in Latin in the High School.

Miss Ellen Cushing, 1896, is traveling in Europe this winter with her mother and sister.

Mrs. Mary Davenport Bragg, 1896, and her husband, made extended automobile tours this autumn in Southern New Hampshire and Western Massachusetts.

Miss Mary Davis, 1896, is teaching English in Oxford, Ohio.

Professor Frank H. Chase, husband of Mary McLean Chase, 1896, has resigned his position as head of the English Department in the College at Danville, Kentucky, to succeed Professor Wallace, husband of May Pitkin Wallace, 1895, in the chair of English at Beloit College, Wisconsin. Professor and Mrs. Chase have taken a house near the College campus and Mrs. Chase's mother is with them.

Miss Clara Shaw's (1897) work as assistant in the women's dormitories of the University of Chicago has been very successful. The work of the department of which she is a member was highly commended by President Harper in his address at the close of the summer quarter. The object of those in charge of

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ALUMNÆ NOTES—Continued.

the commons is to give the students the full equivalent of the prices charged. In handling many thousands of dollars this department showed a balance of only a few dollars on the right side.

Miss Eliza J. Newkirk, 1900, is spending the third year of her Art Fellowship abroad. Miss Newkirk specialized in art as an undergraduate and pursued graduate work in the same subject at Wellesley during the two years that she taught at the Walnut Hill School in Natick. In the spring of 1902, she received a three years' Fellowship in Art, the gift of friends of the College, and entered the School of Architecture of the Massachusetts Institute of Technology, where she successfully carried on her studies for two years. During the summer of 1904 she travelled slowly through France, taking notes on the development of Gothic architecture, and in the autumn travelled through Italy, and is now settled in Rome for the winter. According to the terms of her fellowship Miss Newkirk has presented to the Art Department frequent reports of her work, and is now preparing a thesis on a certain phase of Renaissance architecture which will be presented on her return to this country.

ENGAGEMENTS ANNOUNCED.

Miss Katharine M. Anderson, 1900, to Dr. John H. McCall of Binghampton, New York, a Yale graduate.

Miss Mary Smith Barbour, 1900, to Mr. Ernest B. Huston of West Newton.

Miss Gertrude Carter, 1896, to Rev. Alfred A. Gilman of North Platte, Nebraska. Mr. Gilman took his theological course in Philadelphia and is a member of the mission at Hankow, China.

Miss Annie C. Kerr, 1896, to Mr. Chauncey O. Ransom of Cleveland, Ohio.

Miss Mary McKinney 1903, to Mr. W. Wallace Scott, Jr., of Sewickley, Pennsylvania.

Miss Bertha Todd, 1903, to Mr. Osborne Willson of Seattle, Washington.

MARRIAGES.

Buckley—La Croix. At Lynn, Massachusetts, September 20, 1904, Miss Theresa La Croix, 1903, to Mr. John Henry Buckley. Address, 50 Ireson avenue, Lynn.

Patterson—Robinson. At Reading, Massachusetts, October 12, 1904, Miss Annie May Robinson, 1903, to Mr. Frank F. Patterson.

BIRTHS.

In New York City, May 12, 1904, a son, Robert Wilbur, to Mrs. Molly Lunt Lawrence, 1896.

At Newton, Massachusetts, June, 1904, a daughter, Jean Frances, to Mrs. Clara Sizer Howard, 1896.

In Nutley, New Jersey, July 13, 1904, a son to Mrs. Joanna Parker Helming, 1896.

In Wequetonsing, Michigan, August 20, 1904, a son, Alfred Clifford, to Mrs. Edith Clifford Saxton, 1903.

In Evanston, Illinois, September 2, 1904, a daughter, Olive Howard, to Mrs. Anna McChesney Smyth, 1896.

In Hanover, New Hampshire, September 20, 1904, a second daughter to Mrs. Ada Hasbrook Gerould, 1896.

In Worcester, Massachusetts, October 18, 1904, a daughter, Anna Dorothy, to Mrs. Gertrude Dennis McKoan, 1896.

At De Funiak Springs, Florida, November 20, 1904, a son, Lewell Irwin, to Mrs. Bessie Pierce Needham, 1896.

In Columbus, Ohio, February 5, 1905, a son, Edward Orton, to Mrs. Louise Orton Caldwell, 1899.

In Wakefield, Massachusetts, February 12, 1905, a son, Alan Craig, to Mrs. Mabel Wall Sweeter, 1897.

DEATHS.

In Dover, Delaware, February 9, 1905, Wilson L. Cannon, father of Annie Jump Cannon, 1884.

THEATER NOTES.

Hollis-street Theater—Viola Allen, Wednesday and Saturday matinees and nights, "The Winter's Tale," Thursday and Friday nights, "Twelfth Night."

Colonial Theater—"David Garrick," and "Mrs. Gorringe's Necklace."

Boston Theater—"Quincy Adams Sawyer."

Park Theater—Annie Russell in "Jinny, the Carrier."

Castle Square Theater—"Little Em'ly."

Majestic Theater—De Wolf Hopper, in "Wang."

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